COMMUNITY
INQUIRY • PEDAGOGY
CONTENT KNOWLEDGE
DEDICATED EDUCATOR

2012-2013

GRADUATE CATALOGUE

Centenary
COLLEGE OF LOUISIANA

DEPARTMENT OF EDUCATION
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INTRODUCTION

HISTORY OF THE COLLEGE

Centenary College of Louisiana traces its origins to two earlier institutions – one public, one private. In 1825, the State of Louisiana founded the College of Louisiana in Jackson. In 1839, the Methodist conference of Mississippi and Louisiana established Centenary College to celebrate the one-hundredth anniversary of John Wesley's first organization of the Methodist Societies in England. This institution opened its doors in Clinton, Mississippi and in 1840 moved to Brandon Springs. In 1845, it purchased the College of Louisiana, and the merged entity moved to Jackson as Centenary College of Louisiana. In 1908, after accepting generous gifts of land from the Atkins family, the Louisiana Methodist Conference relocated the college to its present home in Shreveport.

From its beginning, Centenary has offered its student body, which included women after 1895, a comprehensive liberal education in the arts and sciences. On this foundation, the College has since developed a wide array of preprofessional and a limited number of graduate programs.

PURPOSE OF THE COLLEGE

In March of 2000, Centenary College adopted a Purpose Statement that encompasses the vision and mission of the College:

> *Centenary is a selective liberal arts college offering undergraduate programs and a limited number of graduate programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for candidates' personal lives and career goals. Candidates and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.*
>
> *Consistent with its affi liation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have infl uenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion. In pursuit of these ideals, the College challenges its candidates throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment.*
>
> *Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support candidates in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.*

Although the primary mission of Centenary College is undergraduate education, we have a long history of offering professionally-oriented programs in selected areas. Presently, Centenary College offers graduate degrees through the Department of Education and Frost School of Business. This catalog describes the graduate programs offered through the Department of Education.

The Centenary College Graduate Program has developed and adopted a vision statement and a mission statement, both of which derive from the College's Purpose Statement and incorporate the conceptual framework theme of the Dedicated Educator.

VISION OF THE GRADUATE PROGRAM

The vision of the Centenary College Graduate Program is to graduate dedicated educators who: value and pursue lifelong learning and service to others; believe in and are committed to the learning and success of all students; embody integrity, intellectual and moral courage, responsibility, fairness, and compassion; practice and teach respect for

the diversity of human cultures; utilize their positions as educators to overcome ignorance and intolerance; and are leaders in the work place, the community, the nation, and the world at large. Additionally, we envision the unit to be a model to the fi eld of education by employing faculty who themselves are dedicated educators.

MISSION OF THE GRADUATE PROGRAM

The mission of the Centenary College Graduate Program is to prepare educators who have the knowledge, skills, and dispositions necessary to achieve our stated vision ideals. To accomplish this, the unit works with candidates to build a community focused on ethical and intellectual development; provides candidates with specifi c content knowledge needed for their fi eld, in addition to the liberal arts education provided by the institution; develops within candidates effective pedagogy through examination of theory and practical experience; provides candidates with experiences with diverse populations by partnering with elementary, middle and high schools within the community; offers candidates opportunities to engage in professional inquiry and scholarship; and teaches candidates effective reflection and collaboration techniques.

CONCEPTUAL FRAMEWORK OF THE DEPARTMENT OF EDUCATION

The unifying concept on which Centenary College of Louisiana bases teacher preparation is the Dedicated Educator. The four essential elements of content knowledge, pedagogy, inquiry and community support this framework. The main objective of the Department of Education is to prepare dedicated educators. A dedicated educator is one who commits to the personal and professional development and success of all learners, colleagues and self. Dedicated educators exhibit the knowledge, skills and dispositions embedded within the essential elements to effectively promote this development and success.

CONTENT KNOWLEDGE: Effective teachers know and understand the central concepts and structures of the academic discipline they teach. At Centenary, undergraduate teacher education candidates develop a high level of competency in the content areas they will teach through completion of a liberal arts core curriculum and subject-area coursework. Graduate students are expected to demonstrate this high level of competency upon entrance to the teacher education program and to further develop content mastery through coursework in the Education Department. Dedicated educators realize that their mastery of content must be so well-refined that they can turn their attention and energy to the appropriate pedagogical approach to present the material to students.

PEDAGOGY: Effective teachers choose strategies of instruction based upon content, learning goals, and students' background knowledge and learning needs. At Centenary, candidates develop highly refi ned pedagogical skills including oral and written communication skills; technology skills; assessment methods; classroom management strategies; and the ability to select the appropriate strategies to use for different students from different cultures with different learning styles. The Dedicated Educator realizes the value of grounding practice in theory and utilizes the most valid and reliable research available.

INQUIRY: Effective teachers engage in purposeful reflection, professional development, collaboration with colleagues, and action to improve education. Centenary teacher education candidates learn to examine ideas and experiences critically, successfully work in diverse groups, connect with professional organizations, plan long term professional goals, and develop leadership skills. Dedicated Educators continually refl ect upon what they believe and what they do, engage in professional inquiry and scholarship, and are leaders in their school and community.

COMMUNITY: Effective teachers create productive learning communities by working with colleagues, parents and caregivers, and community organizations to support the learning and well-being of all students. At Centenary, teacher education candidates learn to build communities that respect diversity and individual differences through service learning, intercultural experiences, and field and clinical experiences. Dedicated educators engage in social justice work to ensure that all students and families receive equal consideration, respect, voice, opportunities, and participation. Further, dedicated educators create a school climate that empowers students and families.

PROGRAM OVERVIEW

Centenary College offers three graduate programs that lead to initial teacher certification:

1) Master of Arts in Teaching (M.A.T.) Elementary Education

2) Master of Arts in Teaching (M.A.T.) Secondary Education

3) Master of Arts in Teaching (M.A.T.) Choral Music

Candidates enrolled in the elementary education programs complete the program with certification to teach grades 1–5; those enrolled in music complete the program with certification to teach grades K-12; those enrolled in the secondary education programs complete the program with certification to teach grades 6–12 in one of the following content areas:

- Biology
- Business
- Chemistry
- English
- French
- General Science
- German
- Mathematics
- Physics
- Social Studies
- Spanish

ADMISSION REQUIREMENTS

All correspondence concerning admission to the Master of Arts in Teaching should be directed to:

DEPARTMENT OF EDUCATION
Centenary College of Louisiana
106 Kings Hwy, Suite 203
Shreveport, LA 71104
E-mail: education@centenary.edu
Telephone: 318.869.5223

TO BE ADMITTED, APPLICANTS MUST:

1. Have a **bachelor's degree** from a regionally accredited traditional liberal arts college or university. Degrees from non-traditional institutions such as Management Institutes, Online degrees, or Distance Learning degrees will not be accepted.
2. Be academically eligible to return to their previous institutions.
3. Provide **TWO (2) complete official transcripts** (sent from the institution directly to Centenary) from every institution previously attended, including undergraduate and graduate work. Transcripts from at least one of the previously attended institutions should show evidence of completion of a bachelor degree from a regionally accredited college or university. (All documents submitted for admission become the property of Centenary College and cannot be returned to applicants).
4. Have a **career grade point average of 2.5** (4.0 system) or better for all work pursued, including graduate and under-graduate grades.
5. Have submitted a **completed application** form with a $35 non-refundable application fee. This is a one-time only charge. Application forms are available in the Department of Education and online at www.centenary.edu/education/graduate.
6. Present passing scores on:
   a) **PRAXIS I Pre-Professional Skills Tests in Reading, Writing, and Math**, with scores of at least 176, 175, and 175. Candidates with earned master's degrees are exempt from this requirement.
   b) **PRAXIS II Content Area Test(s) for area of certification**.

7. Provide Immunization Records including the Meningococcal Vaccination
8. Purchase a subscription to LiveText from the Centenary campus bookstore or online (www.livetext.com)
9. Participate in a successful interview with the Chairperson of the Department of Education or designee.
10. Be interviewed by selected other full-time members of the Department of Education, as deemed necessary, by the Chairperson of the Department of Education or designee.

NOTE: Although meeting all of the above requirements is necessary to be admitted to the graduate program, it does not ensure admission.

ADMISSION DEADLINES

All documents must be received in the Department of Education office by the first weekday of July, November, and April for the fall, spring, and summer semesters, respectively, or the candidate will not be allowed to register until the following semester.

TRANSIENT STATUS

Candidates admitted to a graduate program at another institution and wishing to take a/some course(s) for transfer credit may be allowed to do so with the approval of the Director of Graduate Studies at the college in which he or she would normally enroll. A maximum of twelve (12) hours of transient credit will be allowed. Transcripts shall note that such credit is for transfer only. Specifically, the transient status person must provide ONE (1) official transcript from every institution attended.

RE-ADMISSION/APPLICATION

Graduate candidates whose study is not continuous in the Centenary College Graduate Education Program (five years have lapsed since last enrollment) must apply for re-admission to the program. The application for readmission is made to the Centenary College Department of Education. The application fee for re-admission is the same as for admission, $35.

SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS

Outstanding undergraduate graduating seniors in the final semester of the undergraduate program at Centenary College may, with permission of the Provost and the Chairperson of the Department, enroll in a maximum of six (6) hours of graduate course work. Should the candidate fail to graduate at the close of the semester, credit for the graduate level work will be denied.

NOTE: Student cannot be admitted without a degree earned and all parts of Praxis completed per state requirements.

DEGREE PROGRAMS

MASTER OF ARTS (M.A.T.) IN TEACHING ELEMENTARY

In order to obtain the M.A.T. in Elementary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Thirty-six (36) to thirty-nine (39) semester hours as follows:

EDUC 511 – Methods and Materials of Teaching Elementary Language Arts and Social Studies
EDUC 512 – Methods and Materials of Teaching Elementary Math and Science
EDUC 516 – Methods of Teaching Students with Special Needs
EDUC 519 – Human Growth and Development
EDUC 522 – Classroom Management
EDUC 525 – Theories of Learning
READ 514 – Foundations of Literacy
READ 515 – Teaching Literacy in the Elementary School
READ 516 – Teaching Children with Language Disorders
EDUC 530 – Curriculum
EDUC 581 – Elementary Internship (6 hours)
OR
EDUC 577 – Elementary Student Teaching (9 hours)

B. Completion of all certification requirements as follows:

1. Successfully complete the PRAXIS II Principles of Learning and Teaching K–6 (0622) examination with a passing score. **Passing Scores must be received prior to the deadline to apply for Student Teaching or Internship.**
2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below "C" and no more than one "C").

MASTER OF ARTS IN TEACHING (M.A.T.) SECONDARY

In order to obtain the M.A.T. in Secondary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Thirty-six (36) to thirty-nine (39) semester hours as follows:

EDUC 510 – Testing and Measurement
EDUC 516 – Methods of Teaching Students with Special Needs
READ 518 – Reading in the Content Area
EDUC 519 – Human Growth and Development
EDUC 522 – Classroom Management
EDUC 525 – Theories of Learning
EDUC 529 – Secondary Methods
EDUC 530 – Curriculum
EDUC 531 – Curriculum Innovations
EDUC 563 – Philosophy of Education
EDUC 578 – Secondary Student Teaching (9 hours)
OR
EDUC 581 – Secondary Internship (6 hours)

B. Completion of all certification requirements as follows:

1. Successfully complete the PRAXIS II Principles of Learning and Teaching 7–12 (0624) examination with a passing score. **Passing Scores must be received prior to the deadline to apply for Student Teaching or Internship.**
2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below "C" and no more than one "C").

MASTER OF ARTS IN TEACHING (M.A.T.) K-12 CHORAL MUSIC

In order to obtain the M.A.T. in Music K-12 degree, the candidate must complete: a) thirty-three (33) to thirty-six (36) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Thirty-three (33) to thirty-six (36) semester hours as follows:
EDUC 510 – Testing and Measurement
EDUC 516 – Methods of Teaching Students with Special Needs
READ 518 – Reading in the Content Area
EDUC 519 – Human Growth and Development
EDUC 522 – Classroom Management
EDUC 525 – Theories of Learning
EDUC 530 – Curriculum
MUS 532 – K-12 Choral Music Methods
EDUC 563 – Philosophy of Education
EDUC 584 – K-12 Internship (6 hours)
OR
EDUC 579 – K-12 Student Teaching (9 hours)

B. Completion of all certification requirements as follows:

1. Successfully complete the PRAXIS II Principles of Learning and Teaching K-6 (0622) examination with a passing score or Principles of Learning and Teaching 7-12 (0624) examination with a passing score. **Passing Scores must be received prior to the deadline to apply for Student Teaching or Internship.**
2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below "C" and no more than one "C").

ACADEMIC REGULATIONS

Note: All policies of Centenary College apply to both undergraduate and graduate students unless specifically noted in this catalogue. The Centenary Catalogue is available online at www.centenary.edu/catalogue and the Centenary Student Handbook is available online at www.centenary.edu/handbook.

ACADEMIC HONESTY

Honesty, trustworthiness and respect for others are core values held by the Centenary College community. As members of this community, candidates enrolled in graduate coursework at Centenary shall neither commit nor tolerate cheating, plagiarism, or other forms of academic dishonesty. While it is the responsibility of faculty to explain what constitutes academic dishonesty within the particular requirements of their courses, academic dishonesty is generally defined as the representation of another's work as one's own, a violation of testing conditions, or complicity in such acts.

Centenary College follows the following procedure for all cases in which a candidate enrolled in graduate coursework is suspected of academic dishonesty:

1. The instructor, observing or becoming aware of an apparent incident of academic dishonesty, informs the candidate of the infraction as expeditiously as possible. The instructor may take whatever academic punitive action he/she may deem appropriate, up to and including a grade of "F" in the course and removal from the classroom.
2. The instructor must inform the chair and/or dean of the department/school by letter of the infraction and the instructor-imposed penalty. The chair/dean determines whether additional academic punitive action is appropriate.
3. Via certified mail (with a copy sent by regular mail), the chair/dean must inform the candidate of the actions taken, and of the candidate's right to appeal the decision to the Graduate Council. Proof of mailing will be sufficient to prove notice in the event that the recipient refuses to sign for or accept the letter.
4. Should the candidate wish to appeal, he or she must make a written appeal within one week of this notification by delivering a written appeal to the chair/dean. The chair/dean will then forward the appeal to the chair of the Graduate Council.
5. If the accused candidate appeals the instructor's action, the Graduate Council takes testimony from the instructor, the candidate, and all appropriate witnesses including those designated by the candidate.
6. In the event of a finding of guilt, the ruling is final; however, the Graduate Council may modify the penalty.
7. Should the candidate be found innocent, the instructor must re-evaluate the work in question and not penalize the candidate for the alleged violation.

AUDITING COURSES

Candidates auditing courses will not receive credit nor will they be permitted to take a credit examination on work audited. The tuition for auditing courses is the same as for enrolling in courses.

COURSE LOAD

Enrollment in at least nine (9) hours of graduate coursework constitutes full-time enrollment; however a graduate candidate may enroll in a maximum of twelve semester (12) hours in a regular semester. During the two summer sessions, a candidate may enroll in a maximum of twelve (12) hours, but will be limited to pursuit of only six (6) hours per session. A candidate who is employed full-time during the regular school year may pursue no more than six (6) hours per semester during full-time employment.

DROPS AND WITHDRAWALS

Failure to attend classes does not constitute an official "drop" from the class. The candidate must notify the administrative assistant in the Department of Education to initiate "dropping" a class. Please see the Financial Information section of this catalogue for fee penalties for dropping classes.

If a candidate wishes to drop all classes in which he/she is enrolled, the candidate must withdraw from the institution. Failure to attend classes does not constitute an official withdrawal from the institution. The candidate must notify the administrative assistant in the Department of Education to initiate withdrawal. Official withdrawal occurs on the date the candidate receives the approval of the Provost and Dean of the College for the withdrawal.

Please see the Financial Information section of this catalogue for fee penalties for withdrawal.

FIELD EXPERIENCE HOURS REQUIRED BY COURSE

COURSES		ELEMENTARY EDUCATION HOURS	SECONDARY EDUCATION HOURS	MUSIC EDUCATION HOURS
EDUC 511	Methods and Materials of Teaching Elementary Language Arts and Social Studies	16		
EDUC 512	Methods and Materials of Teaching Elementary Math and Science Methods	18		
READ 514	Foundations of Literacy	6		
READ 515	Teaching Literacy in the Elementary School	18		
READ 516	Methods of Teaching Students with Special Needs	24	24	24
READ 518	Content Area Reading		15	15
EDUC 522	Classroom Management	15	15	15
EDUC 529	Secondary Methods		24	
MUS 532	K-12 Choral Music Methods			24
TOTALS		97	78	78

GRADE APPEAL POLICY

1. It is the policy of Centenary College that graduate candidates are responsible for fulfilling prescribed course objectives, completing stated course assignments, and adhering to stated academic standards for each course in which they are enrolled. If an instructor has evaluated a graduate candidate in a professionally accepted manner, an academic appeal is not warranted. Also, it is an inappropriate recourse for questions of professional competence or academic freedoms. Only charges of arbitrariness, capriciousness and prejudice are subject to academic appeal.
2. Based on these principles, issues eligible for appeal involve computational errors, application of course rules, adherence to syllabi, consistency and communication of evaluation standards, and expressed bias.
3. Graduate candidates who believe that their final grade reflects an arbitrary or capricious academic evaluation or reflects discrimination based on race, color, religion, age, sex, sexual orientation, or disability may employ the following procedures to seek modification of such an evaluation:
    a. If a graduate candidate receives a final grade in a course which he/she believes is unfair, the candidate should first contact the faculty member involved prior to the end of the drop/add period of the next academic term.
    b. If the candidate complaint is not resolved, the candidate may appeal his/her grade to the department chair. It is the candidate's responsibility to provide a written statement of the specific grievance with all relevant documentation (syllabus, guidelines for papers, presentations, etc.) attached.
    c. If the department chair is unable to resolve the grade appeal to the satisfaction of the candidate and the faculty member involved, or the faculty member involved is the department chair, then a written appeal prepared by the candidate with all relevant documentation may be made to the Provost and Dean of the College. The Provost and Dean of the College will make the final decision in terms of resolution of the appeal.
    d. All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

GRADING SYSTEM/REQUIREMENTS

Grades are assigned at the end of each semester. The grading system includes the letter grades of "A," "B," "C," "D," "F" and "I." Professors have the academic freedom to use their own reasonable grading scales. A candidate will not be granted graduate credit for any course in which a grade lower than a "C" is received.

An "I" is assigned for incomplete work, and is used only when an emergency prevents the candidate from completing the final examination or other concluding work of the course at the scheduled time. This temporary grade must be removed during the next regular semester by the date listed in the academic calendar in this catalogue or it is automatically converted to a permanent "F".

GRADUATION REQUIREMENTS

To receive a graduate degree from Centenary College, a candidate must have:

1. Completed all required coursework as stated in this catalog for the degree pursued.
2. Achieved a grade point average of at least 3.0 on all work pursued for graduate credit.
3. Received no more than one "C" in all work pursued for graduate credit.
4. Received no grade lower than a "C" on any course pursued for graduate credit.
5. Passed all required PRAXIS tests for the area of certification pursued.
6. Successfully completed the Portals Assessment System, available in the Department of Education.

INTENTION TO GRADUATE

Approximately one year before candidates intend to graduate, they must apply for graduation online at http://www.centenary.edu/registrar/masters_graduation_application.php.

LEAVE OF ABSENCE

Candidates in good standing in the graduate program may elect to take a one semester leave of absence, that is to not enroll in coursework for one semester. Candidates must complete and submit a "Leave of Absence" form available in the Department of Education.

LIVE TEXT

LiveText helps create and maintain a digital portfolio of all the assignments and teaching materials that a candidate prepares as part of the teacher education coursework. LiveText is an essential component that will be utilized in all education classes for Centenary College. Candidates are required to purchase LiveText with Learn 360 as part of the admissions process. LiveText is available for purchase online (www.livetext.com) or through the Centenary College Bookstore.

PROBATIONARY STATUS AND DISMISSAL

A candidate who receives a grade of "C" in any graduate course pursued in the graduate program, regardless of whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation. A second "C" will result in dismissal from the graduate program, and the candidate will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate whose semester grade point average or cumulative grade point average falls below 3.0, whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation; if the candidate fails to raise the grade point average to at least a 3.0 in the following semester, the candidate will be dismissed from the graduate program, and will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate who receives a grade of lower than "C" in any one course pursued in the graduate program, regardless of whether the candidate is degree-seeking or non-degree-seeking, will be dismissed from the program, and will not be allowed to pursue any further graduate work at Centenary College.

REPEATING COURSES

A graduate candidate may repeat a course in which a grade of "C" was earned. The original "C" will remain on the transcript, will count as one of the two "C"s that may remove the candidate from the program, and will be used when calculating the grade point average. The new grade earned when the course is retaken will also be used when calculating the grade point average. A student may not retake a course in which an "A" or "B" was earned.

TIME LIMIT FOR COMPLETION OF DEGREES

It is expected that the graduate candidate will complete all work required for the pursued master's degree within seven years from the date of the earliest credit to be counted toward the degree. If the required work has not been successfully completed at the end of the seven-year period, the candidate must retake any courses taken before the established date. Extension of time may be granted for extenuating circumstances that may have interfered with completion of the degree within the time limit. Requests for extension must be applied for in writing to the Chairperson of the Department, and should explain why the degree or the non-degree certification was not completed within the time limit. Also, a schedule for completing the program must be presented.

Note: Candidates employed in local school systems while pursuing certification (PL2 or PL3 licenses) must observe their employer's deadline for completing certification requirements in order to remain employed. Although most local school systems require their employees who are teaching on a PL2 or PL3 certificate to complete certification in three years (completing at least 9 credit hours each year), these requirements are subject to change depending upon the employer.

TRANSFER OF CREDIT

All courses must be taken at Centenary College and must be taken at the graduate level. No courses will be transferred in to count toward the M.A.T. program.

UNSATISFACTORY/UNACCEPTABLE PERFORMANCE

Unsatisfactory performance may be determined at any portal or between portals by documentation including, but not limited to the following: 1) Disposition evaluations by any and all parties involved, 2) Student Teaching/ Internship evaluations by any and all parties involved, 3) Interviews, 4) Lesson Plans, 5) Observations, 6) Classroom management, 7) Attitude, 8) Commitment to the profession, and 9) Cooperation. If unsatisfactory performance is determined, the Department of Education may take any one of the following actions, dependent upon the point in the program at which the determination is made, and upon our level of confidence that the candidate will benefit from the action:

1) Postponed participation in student teaching or internship
2) A requirement to participate in student teaching with no option to participate in internship
3) An individual Plan of Action designed to address the candidate's specific areas for improvement before or during student teaching or internship
4) Removal from student teaching or internship
5) Dismissal from the program

FINANCIAL INFORMATION

APPLICATION FEE

A one-time non-refundable application fee of $35 will be assessed each candidate applying for graduate admission to Centenary College of Louisiana. The candidate is responsible for consulting and following the Academic Calendar, which includes dates of the registration periods. The catalogue is available online (www.centenary.edu/education/graduate).

AUDITING FEE

Subject to availability of classes, any graduate candidate may be admitted to regular classes for audit by meeting admissions requirements, receiving the approval of the Chairperson, and paying an audit fee, equal to the fee for enrolling in that class.

CHANGE OF REGISTRATION FEE

After registration is completed, a fee of $25.00 is charged for any change of registration (i.e., for each course dropped, added, or modified) not initiated by the College.

FINANCIAL ASSISTANCE

Information concerning availability of loan funds may be obtained from the Director of Financial Aid:

Centenary Office of Financial Aid
132 Hamilton Hall
Monday–Friday, 8 am – 4:30 pm
E-mail: finaid@centenary.edu
Phone: 800.234.4448 or 318.869.5137

GRADUATION FEE

The only fees the candidate must pay for graduation are those for the rental of the academic gown, cap, and hood, which may be obtained at the Centenary Bookstore:

Centenary Bookstore
Student Union Building (SUB)
Monday–Friday, 8 am – 5 pm
www.centenary.edu/store
Phone: 318.869.5278

INTERNSHIP/STUDENT TEACHING FEE: $165

LATE REGISTRATION FEE

Any candidate registering after the close of the regular registration period will be charged an additional late registration fee of $100.

LIVETEXT

LiveText helps create and maintain a digital portfolio of all the assignments and teaching materials that a candidate prepares as part of the teacher education coursework. LiveText is an essential component that will be utilized in all education classes for Centenary College. Candidates are required to purchase LiveText with Learn 360 as part of the admissions process. LiveText is available for purchase online (www.livetext.com) or through the Centenary College Bookstore.

PENALTY FOR ACADEMIC DISMISSAL

Candidates who are separated from the College as a result of academic dismissal forfeit all refund rights.

PENALTY FOR DISCIPLINARY ACTION

Candidates who are separated from the College as the result of disciplinary action forfeit all refund rights.

PENALTY FOR DROPPING COURSES

Non-attendance in class does not constitute a drop. There will be no tuition or fees refunded for dropping courses after the 7th day of classes.

PENALTY FOR FAILURE TO MEET FINANCIAL OBLIGATIONS

All transcripts will be withheld until all fees and financial obligations to the college are met.

TEXTBOOKS

All textbooks used in graduate classes are on sale in the Centenary Bookstore (see contact information under Graduate Fees in this catalogue).

TRANSCRIPTS

Candidates who have earned graduate credit may obtain certified copies of transcripts from the Registrar's office, if the candidate is in good standing with all departments of the College. The first transcript is furnished without charge; $2 is charged for each additional transcript.

TUITION

1. Tuition is $650 per three-hour for the 2012– 2013 academic year. Tuition is subject to increase during the 2012–2013 academic year.
2. Graduating undergraduate seniors who are approved for taking a maximum of six hours of graduate course work in addition to their undergraduate program during their last semester of course work will pay the regular undergraduate costs for full or part-time undergraduate course work.
3. Arrangements may be made through the Business Office for time payments. For this service, a fee of $50 is assessed by the Business Office:
   Centenary Business Office
   First floor of Hamilton Hall
   Monday–Friday, 8 am– 4:30 pm
   Phone: 318.869.5125

VEHICLE REGISTRATION/PARKING TICKETS

All candidates who intend to park on campus are required to obtain a parking permit. It is not necessary to have more than one permit; the decal you will receive can be moved to a different vehicle if necessary. In your registration request, please provide information on the vehicle that will be your primary vehicle during the year. If this vehicle changes at some point during the year, please e-mail the Department of Public Safety at dps@centenary.edu with the updated information.

Please read all information regarding campus parking at www.centenary.edu/dps/parking and then register your vehicle at https://secure.centenary.edu/parking, or contact the Centenary College Department of Public Safety at 869.5164 and follow their instructions. The cost for a full year is $15; the cost for summer only is $6. The decal is good for one year, expiring on the 15th of August. Any tickets received are the responsibility of the registrant and must be paid at the Business Office.

WITHDRAWAL AND REFUND POLICY

Official withdrawal occurs on the date the candidate receives approval from the Provost and Dean of the College; all refunds are based on that date, regardless of the date of last attendance. Withdrawal forms are available in the Department of Education and should be completed and then submitted to the administrative assistant in the department and online.

Fall and spring semester tuition and refundable fees are refunded in full, if the candidate withdraws on or before the seventh day of classes after registration. A service fee of $25 will be charged for withdrawal, even if the candidate does not attend class. After the fifth day, the following policy applies:

1. All fees are charged.
2. Between the eighth day of classes and the third Friday after classes begin, three-fourths of the tuition is refunded.
3. Between the third Friday and the fourth Friday after classes begin, one-half of the tuition is refunded.
4. After the fourth Friday after classes begin, no refunds are given.
5. No refunds are given for the three-week summer courses after the first three days of classes.

COURSE DESCRIPTIONS

ECONOMICS

544: ECONOMICS FOR TEACHERS ..... 3 hrs
A study of basic economic concepts and methods of presenting these concepts.

EDUCATION

502: MULTICULTURAL EDUCATION ..... 3 hrs
Candidates will examine and analyze multicultural issues as they relate to the delivery of educational programs and services in the school districts. Those issues will include but are not limited to: elitism, creedism, handicappism, homophobism, racism, sexism, nationalism, and groupism. Participants will learn basic, common values while accepting diversity. As needed.

504: SUPERVISION OF STUDENT TEACHING ..... 3 hrs
Principles and techniques of supervision; emphasis on evaluation procedures. Summer I.

510: TESTING AND MEASUREMENT ..... 3 hrs
Certification course for secondary candidates. This course is designed to provide secondary alternative certification candidates with the basic background to understand assessment and measurement. Theories, principles, and evaluations of various types of tests, with emphasis on both teacher-made and standardized tests will be investigated, with attention to the incorporation of technology into the process. The special needs of exceptional children and children from cultures other than the dominant one as they are faced with testing and assessment situations will be addressed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College and principles of the Interstate Teacher Assessment and Support Consortium (InTASC) are embedded into the objectives of this course as appropriate. Fall and Summer.

511: METHODS AND MATERIALS OF TEACHING ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES ..... 3 hrs
Certification course for elementary candidates. This course is an integrated study of materials, methods, problems of teaching and learning, and assessment of elementary school language arts and social studies. The special needs of exceptional children and children from cultures other than the dominant one as they learn concepts about language arts and social studies will be addressed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

This course will include 16 hours of field experience. Candidates will be required to observe language arts and social studies lessons in an elementary school setting, and to reflect upon those observations in terms of adherence to effective methods of teaching language arts and social studies. They will be required to observe and reflect upon language arts and social studies lessons taught by the instructor. They will also be required to prepare and implement language arts/social studies lessons (approximately 10 hours) revolving around a themed unit that integrates the six language arts with social studies and that contains a technology and an assessment component, and adaptations and accommodations for diverse learners. The teaching of these themed units will occur in increments where candidates videotape themselves, reflect upon their teaching, and then receive feedback from the instructor. It is expected that candidates will incorporate the instructor's feedback, making each lesson progressively more effective than the last. (If the alternative certification candidate is employed, the lessons may be taught at his/her place of employment; if not, the lessons will be taught at a school assigned by the instructor. Fall.

512: METHODS AND MATERIALS OF TEACHING ELEMENTARY MATH AND SCIENCE ..... 3 hrs
Certification course for elementary candidates. This course is designed as a study of innovations, trends, research, and implementation related to elementary school math and science instruction. Candidates will be required to employ the learned strategies in the classroom. Upon completion of this course, the alternative certification candidate will have: 1) developed an understanding of the elementary school math and science curricula, 2) demonstrated appropriate instructional strategies in the areas of math and science, 3) critiqued and evaluated available technological resources for teaching math and science, 4) incorporated assessment into math and science instruction using evidence from a variety of assessment formats and contexts for determining effectiveness of instruction, and 5) reviewed current research related to curricula and instruction in elementary school math and science. A final project based on current mathematics and science curriculum and instruction will be completed. The special needs of exceptional children and children from cultures other than the dominant one as they learn concepts about math and science will be addressed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

This course will include 18 hours of field experience. Math lessons, science lessons, and integrated math and science lessons (18 hours of instruction), including the use of technology, and with accommodations for learners with special needs, will be prepared and implemented by the candidate, and either observed and evaluated by the professor in person, or video-taped for later viewing, reflection, and evaluation. Lesson plans will be submitted and feedback provided. It will be expected that suggested changes are reflected in the revised plan and implementation of the lesson. Candidates will reflect upon their own teaching, and instructors will provide feedback with the expectation that each subsequent lesson will be more effective than the previous one. Some of these lessons may be taught jointly (for those who are not currently employed). (If the alternative certification candidate is employed, the lessons may be taught at his/her place of employment; if not, the lessons will be taught at a school assigned by the instructor.) Spring.

516: METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS ..... 3 hrs
Certification course for elementary and secondary candidates. This class is designed to help elementary and secondary alternative certification candidates examine effective methods utilized to teach children or young adults with special needs. Emphasis will be placed on meeting the needs of all children and young adults in a regular classroom setting of the candidate's area of certification, including, but not limited to, those diagnosed with ADD, ADHD, dyslexia, and giftedness. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate. The goal of this course is to assist alternative certification candidates to recognize and meet the needs of elementary and secondary special learners in a manner that allows all students in the class to reach their potential.

All candidates will share one common textbook; however, the elementary and secondary candidates each will have an additional supplementary textbook to accommodate the specific difficulties they will face in different age groups. Also, elementary candidates will have assigned readings that are specific to working with children with special needs in the elementary school; secondary candidates will have assigned readings that are specific to working with students in secondary settings. Finally, each candidate's research will focus on students who are at the age level that the candidate is certifying to teach.

Using class texts and discussions, books and/or journals, as well as their own ideas, elementary and secondary alternative certification candidates will be required to create a classroom adaptation plan for the area of

certification. The plan must include instructional and curricular adaptations for the area of certification that are feasible and effective, including modifications/adaptations to instructional strategies employing the use of technology. It must also include, assignments, assessments, study guides, physical arrangement of the class, grouping, and communication with parents and other professionals.

This course includes 24 hours of field experience. Candidates will be required to observe for a minimum of one hour in each of the following three settings in an elementary, middle, and high school class (9 hours): self-contained special education classroom, special education resource class, and inclusion classroom. Each observation will be the basis for a reflection focusing on the presence or absence of strategies discussed in class, characteristics of the special education students, and how the class could have been improved. Candidates will also be required to tutor for a minimum of 15 one-hour sessions, a student who receives special education services in the candidate's area of certification. (If the alternative certification candidate is employed, the session may be at his/her place of employment; if not, the session will be at a school assigned by the instructor.) Lesson plans must be provided for each tutoring session, with reflections on each session. Spring.

519: HUMAN GROWTH AND DEVELOPMENT ..... 3 hrs
Certification course for elementary and secondary candidates. This course is designed to provide elementary and secondary alternative certification candidates with a base for understanding of the biophysical, cognitive, and psychosocial development of children and adolescents, respectively. Consequently, this knowledge will assist these candidates in becoming insightful practitioners and compassionate human beings, with the students in their respective classrooms. Both elementary and secondary candidates will share a common text, but each will also use an additional text specific to their own level of certification. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College and principles of the Interstate Teacher Assessment and Support Consortium (InTASC) are embedded into the objectives of this course as appropriate.

At the conclusion of this course, the successful candidate will: 1) be able to identify key concepts and terms employed by those in the field of child and adolescent development, 2) acquire a working knowledge of the major concepts, principles, and theories of child and adolescent development, 3) be able to interpret individual behaviors and characteristics of children and adolescents within a conceptual framework that includes biological and cognitive principles as well the psychological, 4) be able to apply knowledge gained concerning human growth and development in both personal and professional contexts, young children and young adults, with regular education children, and with those with special needs, 5) be able to use current technology programs and software to interpret data regarding child and adolescent growth and development, 6) be sensitive to the cultural aspects of child and adolescent development, and 7) be able to reflect upon readings and research related to human growth and development. These objectives will be measured through class participation, development of an annotated webography, participation in a classroom debate, group presentations, and examinations. Summer I.

522: CLASSROOM MANAGEMENT ..... 3 hrs
Certification course for elementary and secondary candidates. This course is designed to present to the elementary and secondary alternative certification candidate practical methods for creating positive learning environments in their own area and at their own level of certification with attention to multicultural differences and similarities, special needs students, and regular education students. Real-life examples are provided to help alternative certification candidates understand and apply principles of classroom management in their own current or future classrooms. Candidates will focus on case studies, examples, and descriptions of specific strategies based on solid research and classroom experience in their own area and at their own level of certification. The alternative certification candidate will learn to create positive learning environments in their own area and at their own level of certification, and to use extensive practical materials for problem solving and building individual behavior change plans for students with behavioral problems. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher

Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

This course includes 15 hours of field experience. Candidates will be required to observe classroom management (approximately 10 hours) in other teachers' classrooms and to document and reflect upon what they observed with special emphasis on suggestions of specific strategies learned in this course. Candidates will also be required to spend one hour each day for one week (5 hours) in a classroom setting, in their own area of certification; they will be expected to develop a plan of action, for their own area of certification, and execute it, as possible, with reflections provided after the sessions. (If the alternative certification candidate is employed, the sessions may be at his/her place of employment; if not, the sessions will be at a school assigned by the instructor.) Fall.

525: THEORIES OF LEARNING.....3 hrs
Master's degree course for elementary and secondary candidates. This course involves a study of modern learning theories, their historical context and the contributions of intellectual figures such as Thorndike, Pavlov, Skinner, Hull, Tolman, Vygotsky, Bandura, and others. This course will also provide for practical application and exploration of teaching strategies linked to these theories. Alternative certification candidates will learn to provide meaningful educational experiences for elementary and secondary learners of multiple intelligences, learning styles, and diverse cultures. Through the use of the internet and available software and downloads from the internet, candidates will examine their own intelligences and learning styles, as influenced by their own culture, to better understand that of the students they will teach. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College and principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), are embedded into the objectives of this course, as appropriate.

Upon completion of the course: candidates will be informed about theoretical learning principles, concepts, and research findings; and be able to apply concepts and principles in settings where teaching and learning occur. The form of the course is lecture, class discussion, group work and critiques of selected readings. Candidates will be evaluated through their level and quality of participation in class discussions, their analyses of case studies, and their level and quality of application of learned principles in simulated settings. Summer II.

529: SECONDARY METHODS..... 3 hrs
Certification course for secondary candidates. This course is a study of materials, methods, and problems of teaching and learning in secondary education. Each candidate, depending upon his/her own discipline will have an individualized schedule of investigative writings on teaching methods and available technology. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course as appropriate.

Upon completion of this course, the successful candidate will be able to: 1) describe the typical secondary school in existence in America today, including the roles of students, parents, teachers, and administrators, 2) effectively plan and teach a two-week unit of instruction in the candidate's area of certification and in a local secondary school, 3) develop a plan for organizing the learning environment that includes management and discipline of students, individualized instruction for all students, and the effective use of cooperative learning strategies, 4) promote learning and thinking through the incorporation of the elements of effective instruction into lesson plans and teaching strategies, 5) design a plan for the assessment of student learning and measurement of student progress, 6) understand the legal issues affecting teachers in the secondary classroom and on the school grounds, and 7) create a plan for further professional development. The primary means of assessment will be of the written two-week unit of instruction and its implementation. Observations of the candidate's teaching will be conducted with extensive and detailed feedback provided by the instructor.

This course will include 24 hours of field experience. Each candidate will have the opportunity to teach an extensive two-week long unit, with expectations that improvement will occur over the two-week period. Each candidate will also spend approximately 14 hours in a secondary education class or their discipline. Fall.

530: CURRICULUM (Elementary and Secondary) ..... 3 hrs
Master's degree course for elementary and secondary candidates. This course is a study of elementary and secondary school curriculum theories and design, highlighting recent curriculum development. The course teaches alternative certification candidates in all certification areas to guide the entire curriculum process in order to make curriculum decisions based on theory, facts, and logic, with particular attention to the candidate's area of certification. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course.

At the conclusion of this course, the successful candidate will: 1) have demonstrated a basic knowledge of the prevailing theories and philosophies of curriculum development and improvement, 2) have demonstrated an understanding of the process of curriculum development with emphasis on the multiple roles—administrator, teacher, parent, school board, legislator, community member—in decision making, and 3) reviewed, analyzed, and presented current research and government documents and mandates related to public P-12 curriculum. Spring and Summer II.

531: CURRICULUM INNOVATIONS (Secondary) ..... 3 hrs
Master's degree course for secondary candidates. This class is designed to be an examination of curriculum innovations and trends at the elementary and secondary level, with particular emphasis on the candidates' area of certification. Curriculum projects in the area of certification are developed and presented, utilizing current trends and innovations. The purpose of this class is to present to the alternative certification candidate a variety of innovations from the field of education with requirements that the candidate look at each from a critical standpoint, and develop his/her own, focusing on his/her own area of certification. The candidate will gain a sense of where each innovation will fit into a total school program and what the prospects for successful implementation would be. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Upon completion of this course, candidates will: 1) be able to critically review curricula innovations presented to the class in the context of their effectiveness and efficacy, 2) be able to present to the class curricula innovations in their own area of certification. Spring and Summer II.

The form of the course is lecture and discussion. This course will include 24 hours of field-based experience, with field hours split evenly between elementary and secondary levels.

563: PHILOSOPHY OF EDUCATION ..... 3 hrs
Master's degree course for secondary candidates. This course is designed for the secondary education candidate to study the current philosophies of education, with attention to and emphasis on their impact on solutions to problems in American education. The course will prepare candidates to understand how philosophical ideas about education developed over time, with due regard to historical influences and settings and with an emphasis on how these ideas continue to have relevance for education and life. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College and principles of the Interstate Teacher Assessment and Support Consortium (InTASC) are embedded into the objectives of this course, as appropriate.

At the conclusion of the course, the successful candidate will: 1) have demonstrated a broad understanding of the prevailing theories and philosophies in education, 2) have identified the contributions of key philosophers and their subsequent influence on education, 3) have displayed an understanding of the role philosophy plays in current kindergarten through twelfth grade settings, 4) have expanded their ability to relate educational philosophies to real-world issues affecting the educational system, 5) have developed their own personal philosophy of education based upon course reading and critical analysis of current educational aims, initiatives, and values. Candidates are required to complete a 7-10 page paper accompanied by an annotated bibliography that includes a philosophy for a hypothetical school and research that supports that philosophy. Also, candidates are to prepare a thirty-minute presentation based on the information cited in the paper. Assessment of performance is through two examinations, the written paper and the presentation of the paper. Fall and Summer I.

577: STUDENT TEACHING: ELEMENTARY ..... 9 hrs

Certification course for elementary candidates. Prerequisites: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidate is allowed to take one of the required courses needed for certification or the M.A.T. degree while student teaching.

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The candidate enrolled in EDUC 577 is, for 14 weeks, under the tutelage of two experienced master teachers and is frequently and carefully monitored and observed by Centenary faculty. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

Candidates meet daily with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. The candidate is expected, by the end of this semester, to know and be able to do all required standards for elementary certification, according to ACEI. Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

578: STUDENT TEACHING: SECONDARY ..... 9 hrs

Certification course for secondary candidates. Prerequisites: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidates are allowed to take one of the required courses needed for certification or the M.A.T. degree while student teaching.

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The candidate enrolled in EDUC 578 is, for 14 weeks, under the tutelage of an experienced master teacher employed by the local school system and is frequently and carefully monitored and observed by Centenary faculty. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 578 meet daily with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the college supervisor once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures, dealing with culturally different, language-different, and learning disabled students, and handling parent conferences and school wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs.

Candidates are expected, by the end of this semester, to know and be able to do all required standards for secondary certification in their area of certification, according to the Specialty Professional Association (SPA). Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

579: STUDENT TEACHING: K-12 ..... 9 hrs

Certification course for K-12 candidates. Prerequisites: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidates are allowed to take one of the required courses needed for the M.A.T. degree while student teaching.

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The candidate enrolled in EDUC 579 is, for 14 weeks, under the tutelage of an experienced master teacher employed by the local school system and is frequently and carefully monitored and observed by Centenary faculty. The Louisiana Components of Effective Teaching (LCET), the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), Principles, and standards of appropriate Specialized Professional Associations (SPAs) will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed.

Candidates enrolled in EDUC 579 meet daily with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions. Meet as a group with the college supervisor once a week to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures, dealing with culturally different, language-different, and learning disabled students, and handling parent conferences and school wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partner in their children's education, and to seek community involvement in instructional programs. Candidates are expected, by the end of this semester, to know and be able to do all required standards for K-12 certification in their area of certification, according to the Specialty Professional Association (SPA). Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification, Fall and Spring.

581A: ELEMENTARY INTERNSHIP IN TEACHING ..... 6 hrs

Certification course for elementary candidates. Prerequisites: completion of all certification requirements for Grades 1–5 Certification, except student teaching; passing scores on all PRAXIS tests required for certification.

This course includes at least 600 hours of classroom experience (all day, every day during the local parish semester). The candidate enrolled in EDUC 581 IS the classroom teacher and is frequently and carefully monitored by Centenary faculty through weekly observations accompanied by detailed feedback. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 577 and this course meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures, dealing with culturally different, language-different, and learning disabled children, and handling parent conferences and school wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Candidates are expected, by the end of this semester, to know and be able to do all required standards for ACEI. Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

581B: SECONDARY INTERNSHIP IN TEACHING ..... 6 hrs

Certification course for secondary candidates. Prerequisites: Completion of all certification requirements for grades 6–12 certification, except student teaching; passing scores on all PRAXIS tests required for certification.

This course includes 600 hours of classroom experience (all day, every day during the local parish semester for EDUC 581). The student enrolled in EDUC 581 IS the classroom teacher and is frequently and carefully monitored by Centenary faculty through weekly observations accompanied by detailed feedback.

In both classes, the LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 578 and EDUC 581B meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally different, language-different, and learning disabled students; and handling parent conferences and school wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs.

Candidates are expected, by the end of this semester, to know and be able to do all required standards for secondary certification in the area of certification, including the Specialty Professional Associations (SPA). Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

584: K-12 INTERNSHIP ..... 3 hrs

Certification course for K-12 candidates. Prerequisites: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidates are allowed to take one of the required courses needed for the M.A.T. degree while student teaching.

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The student enrolled in EDUC 584 is the classroom teacher and is frequently and carefully monitored by Centenary faculty and their on site mentor through weekly observations accompanied by detailed feedback.

Principles of the Interstate Teacher Assessment and Support Consortium (InTASC) will be used as a guideline for evaluation and specific areas of improvement needed. Elements of the Conceptual Framework of the teacher education program of Centenary College, attributes of the Louisiana Components of Effective Teaching (LCET), and standards of specialized professional associations (SPA) are embedded into the objectives of this course as appropriate.

Candidates in this course meet regularly with their on site mentor to discuss plans, problems, strategies, and suggestions and meet as a group with the professor once a week to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan. Candidates in this course will be expected to clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs.

The candidate is expected, by the end of this semester, to know and be able to do all required standards for K-12 certification, according to the Specialized Professional Association (SPA). Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

595: SELECTED TOPICS ..... 3 hrs
A detailed study of an area in education not normally covered in regular education courses. On Demand.

MUSIC

532: K-12 CHORAL MUSIC METHODS ..... 3 hrs.
This course is a study of materials, methods, and problems related specifically to teaching general music classes in grades K-6 and teaching vocal ensembles at the secondary level, including grades 6-12. Primary importance will be placed on vocal music, the enhancement of improvisational skills for use with classroom instruments and analysis/implementation of pedagogical methods appropriate to specific levels of development. Emphasis will be placed on creating evaluative techniques and the ability to apply them in assessing both the music progress of students and the objectives and procedures of the curriculum. Additional topics of study will include philosophy, psychology, history, contemporary trends in music education, and administration of the total music program.

READING

514: FOUNDATIONS OF LITERACY ..... 3 hrs
Certification course for elementary candidates. This course is a prerequisite to READ 515, Teaching Reading in the Elementary School. This course will primarily address what literacy is and how readers and writers construct meaning, with some attention to instructional procedures, while READ 515 will address organization for literacy instruction with focused and specific attention to instructional procedures. This course will provide an overview of, and rationale for, integrated literacy instruction in the elementary school, based

on four contemporary theories of literacy learning—constructivist, interactive, sociolinguistic, and reader response theories. Emphasis will be placed on holistic reading–writing–listening–speaking strategies, using the content areas as a medium through which to provide literacy experiences. The candidate will be exposed to traditional as well as whole language models of reading and approaches to teaching reading.

Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

Upon completion of this course, the candidates' proficiencies will include, but will not be limited to: 1) be familiar with the ten components of a balanced approach to literacy instruction, 2) be familiar with the four theories that guide the effective teaching of reading and writing, 3) be familiar with the four instructional approaches that effective literacy teachers use (literature circles, literature focus units, basal reading programs, and readers and writers workshop), 4) know how effective literacy teachers link instruction and assessment, 5) understand the five stages of the reading and writing processes, how they are alike, and how effective literacy teachers use them to teach reading and writing, 6) understand what phonemic awareness is and why children need to become phonemically aware, 7) know which phonics concepts are most important for children to learn, and how effective teachers should teach phonics, 8) understand the stages of spelling development and how teachers should teach spelling, 9) understand how students become fluent readers and writers, and why fluency is important, 10) understand how students learn vocabulary words, 11) understand the relationship between vocabulary knowledge and reading, 12) know how effective literacy teachers teach vocabulary, and understand the components of word study, 13) understand what comprehension is, the factors that affect students' comprehension, and which comprehension strategies readers and writers should learn, 14) know the ways that capable and less capable readers and writers differ, 15) understand the difficulties that children face in terms of literacy development, when English is a second language, 16) be familiar with the tools effective literacy teachers use to assess students' learning in the classroom, 17) be able to observe, reflect upon, and critique reading lessons taught in the public school system through written reports, and 18) be able to critically analyze current professional journal articles.

This course includes 6 hours of field experience. Candidates are expected to observe elementary teachers teaching five different reading or literacy lessons (one each of phonemic awareness, phonics, spelling, word recognition and/or word identification, and vocabulary), and reflect upon those lessons. This course is a prerequisite to READ 515, in which candidates are expected to write and implement lessons with children. Every third semester beginning Fall 2008.

515: TEACHING LITERACY IN THE ELEMENTARY SCHOOL ..... 3 hrs
Certification course for elementary candidates. Prerequisite: READ 514. This course is designed to follow READ 514, in which elementary alternative certification candidates were introduced to the basics of literacy instruction including the understanding of: the principles of a balanced reading program, the reading and writing processes, assessment of students' literacy development, how to work with emergent readers and writers, teaching students to break the alphabetic code, and developing fluent readers and writers. Whereas candidates learned how children learn to read and write in READ 514, they will learn how readers and writers construct meaning and how teachers organize for literacy instruction in READ 515. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

This course will include 18 hours of field experience. Candidates will learn to write and implement lesson plans for literature focus units, literature circles, reading and writing workshop, basal reading textbooks, and reading and writing in the content areas. They will be expected to incorporate technology into their lessons. They will be graded on their ability to implement successful lessons on phonemic awareness,phonics, spelling, comprehension, and fluency (approximately 18 hours), including effective management of children, and appropriate instruction for children with special reading problems, as well as diverse learners. Feedback on lesson plans prior to teaching, implementation of lesson plans, self-reflections on their own teaching, and feedback from the instructor after teaching will occur for each lesson before the next one is taught with the expectation that progressive improvement will occur. If the alternative certification candidate is employed, the lessons may be taught at his/her school of employment; if not, the lessons will be taught at E.B. Williams Stoner Hill Elementary Professional Development School or Youree Drive Middle Professional Development School. Every third semester beginning Spring 2009.

516: TEACHING CHILDREN WITH LANGUAGE DISORDERS ..... 3 hrs
Master's degree course for elementary candidates. Prerequisites: READ 514 and 515. This course provides instruction in the teaching of children who experience difficulty in learning to read. Specifically, the course addresses reading problems as language problems and suggests communicative techniques that have shown to be effective in shifting the language system in order to improve reading ability. The course is designed to provide alternative certification candidates with an understanding of the language demands encountered by elementary children once they enter school and the effects of language disorders on the acquisition of written language. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

This course includes 18 hours of field experience. The form of the course is: 1) modeling and demonstration of intervention strategies for alternative certification candidates to use in their classrooms, and 2) practical application of the strategies with disabled readers twice to thrice a week (a minimum of 18 hours), with on site demonstration and assistance from the professor, and videotaping of intervention for evaluation of performance. (If the alternative certification candidate is employed, the disabled student may be enrolled at his/her place of employment; if not, the disabled student will be from E.B. Williams Stoner Hill Elementary Professional Development School.)

Upon the completion of this course the successful candidate will be able to: 1) use Communicative Reading Strategies as an intervention that will assist the language disordered child in refining his/her language system to become a better communicator, learner, reader, and writer, 2) understand the language–reading–writing relationship, and how that is affected by culture and disability, 3) critically view various therapy techniques or strategies for oral and written language acquisition from theoretical bases, 4) critically evaluate available software programs designed to be used with disabled readers, and 5) write a case study on a reading disabled child, including description and results of pre- and post-testing, the description of intervention procedures used, and the suggested approaches and techniques needed for future intervention. Candidates will be evaluated by their success in intervention, and by their final case study describing intervention, post-testing results, and analyses of improvement of the disabled reader from fall to spring. Candidates will include in their graduate school portfolio a self-selected videotape of one session of intervention with the disabled reader. Every third semester beginning Fall 2009.

518: READING IN THE CONTENT AREA..... 3 hrs

Certification course for secondary candidates. This course emphasizes application of appropriate principles, methods, materials, and guidelines for teaching reading in specific disciplines at the secondary level. Special emphasis is placed on specific strategies for teaching reading in the content area. This course will prepare secondary education alternative certification candidates as they become content area teachers to be not only knowledgeable, but also proficient in utilizing techniques that will assist all students in reading and writing with understanding and clarity in their discipline. Principles of the Conceptual Framework of the Teacher Education Program of Centenary College, principles of the Interstate Teacher Assessment and Support Consortium (InTASC), Louisiana Common Core (LCC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

The form of the course will include lecture, class discussion, and field experiences in the area of certification, including individual and class intervention to help candidates interact with and respond to difficult texts in meaningful ways.

This course will include 15 hours of field experience. Upon completion of this course, successful candidates will: 1) pretest a class or individual for entering knowledge and attitudes, in the candidate's area of certification, 2) motivate learning and determine interests of individual readers, in the candidate's area of certification, 3) evaluate texts used in the candidate's area of certification for readability levels, 4) match students to area-of-certification texts by administering their own discipline-specific informal reading inventory or alternatively, a cloze test taken from the text used in the area of certification, 5) help students use walk-through techniques, such as skimming and previewing as a way to improve effective reading, in the candidate's area of certification, 6) develop with students key technical vocabulary in preparation for study reading, in the candidate's area of certification, 7) use the SQ3R strategy with students at periodic intervals to encourage deeper understanding and retention of discipline-specific texts, 8) use grouping techniques with students in their specific content area to help meet the wide range of reading abilities in a class, 9) teach a content lesson in the candidate's area of certification, using the format of a directed reading-thinking activity, 10) prepare cognitive maps, structured overviews, or advance organizers for efficient study reading, of texts in the area of certification, 11) use technology to assist content area readers, in the candidate's area of certification, 12) provide explicit instruction to learners for making and taking notes, in the candidate's area of certification, 13) gain an understanding of the reading and writing connection, in the candidate's area of certification, and 14) develop appropriate study guides that allow students to interact with and respond to difficult texts in meaningful ways, in the candidate's area of certification.

Candidates will be evaluated by: 1) their creation of an annotated webography that must include 25 content-specific web sites that serve as resources for assisting secondary teachers in activities for reading, 2) their reflections upon testing students in their own area of certification, utilizing strategies such as KWL, cooperative grouping, and DRTA; and collecting writing samples, 3) their abstract of an article concerning classroom context, in their own area of certification, 4) their performance on the comprehensive final exam, and 5) their class participation. Fall.

ADMINISTRATION, FACULTY, STAFF

ADMINISTRATION OF CENTENARY COLLEGE

President ..... B. David Rowe

Provost and Dean of the College ..... Michael R. Hemphill

Dean of Student Life ..... Mark Miller

College Registrar ..... Nicole Deese

Director of Financial Aid ..... Lynette Viskowski

Director of Public Safety ..... Eddie Walker

ADMINISTRATION OF THE GRADUATE PROGRAMS

The Provost and Dean of the College is the chief academic officer responsible for the graduate programs. The Provost and the Graduate Council are charged with the general administration of the programs.

The Graduate Council is responsible for the admission criteria to graduate programs, the supervision of satisfactory progress toward degrees, and for policies pertaining to personnel, curricula, degree requirements, and finances. Proposals relating to any of these areas may originate with the Provost, members of the Council, or any faculty or administrative officer of the College and should be sent to the Provost and the Chairperson of the Graduate Council. Proposals for new graduate programs come to the Graduate Council with majority approval from the department seeking the program. The Graduate Council submits its recommendations to the Faculty for approval.

The composition of the Graduate Council includes the Provost (ex officio), one faculty representative from each department with an active graduate program; a faculty representative from a department that does not offer a graduate program appointed by the Faculty Coordinating Committee; and one graduate candidate, nominated by the program in which he or she is currently enrolled. Graduate candidate representation will rotate annually among active graduate programs.

2012–2013 MEMBERS OF THE GRADUATE COUNCIL

Michael R. Hemphill, Ph.D. ..... Provost and Dean of the College

Dominic Salinas, Ed.D. ..... Director of the Department of Education and Acting Chairperson of the Department of Education

Chris Martin, Ph.D. ..... Dean of the School of Business; and Linco Eminent Scholars Chair of Business Administration

David Bieler, Ph.D. ..... Associate Professor of Geology and Chairperson of the Department of Geology

Joshua Lawrence, Ph.D. ..... Associate Professor of Chemistry and Chair of the Department of Chemistry

Currently Enrolled Graduate Candidate (subject to change annually) ..... TBA

GRADUATE FACULTY

Karen Eason ..... Lecturer
B.S Centenary College of Louisiana, 1993. Ed.S. Louisiana State University, 1996.
Reading Specialist Louisiana State University, 1998. Ph.D. Louisiana State University, 2000

Genell Harris..... Visiting Professor
B.S., 1977, M..S., 1981, Oklahoma State University, Ph.D., 1993, University of Illinois

Sue Hernandez ..... Assistant Professor of Education
B.S., 1971, M.Ed., 1986, Ph.D., 1989, Louisiana State University

Sherry Kerr..... Lecturer
Ed.D., 2002, University of California in Los Angeles

Sharon Little ..... Lecturer
B.S., Louisiana State University, 1971. M.Ed., 1976, Ph.D. 1997, University of New Orleans

Dominic Salinas..... Director of the Department of Education
B.S., Louisiana State University-Shreveport, 1977. M.S., Louisiana Tech University, 1982.
Ed.D., Vanderbilt University, 1998.

Karen Soul ..... Associate Professor of Education
B.A.S., 1994, M.Ed., 1998, University of Minnesota Duluth; Ph.D. University of Texas at Austin, 2005.

Golda Young..... Administrative Assistant/Teacher Certification Coordinator
B.A. Northwestern Oklahoma State University, 1968, M.Ed., Centenary College of Louisiana, 1994.

Barzanna White ..... Lecturer
B.S., 1986, Specialist, 1989, Louisiana State University-Shreveport,
Ph.D., University of Tennessee, 1996.

Rosemary Woodard..... Lecturer
B.S., Central Michigan University, 1976. B.A., Baptist Christian College, 1988. M.Ed.,
Northwestern State University, 1992.

PROFESSOR EMERITA

Dorothy Bird Gwin..... Professor Emerita of Education and Psychology
B.B.A., 1954, M.S., 1955, East Texas State University; Ed.D., 1958, University of Kansas. (1967-1997)

ACADEMIC CALENDAR 2012–2013

FALL SEMESTER 2012

Deadline for Fall Admission ..... July 1

Early Scheduling for Fall Classes ..... Tuesday –Thursday, July 10–12

Registration ..... 2–4 p.m., Tuesday–Thursday, August 7–9

Late Registration (This date only; $100 Late Fee) ..... 1–4 p.m., Monday, August 20

Class work begins ..... 5 p.m., Monday, August 20

Last day for adding courses ..... 4:30 p.m., Tuesday, August 28

Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day ..... 4:30 p.m., Wednesday, August 29

Last day to receive full tuition refund upon withdrawal from classes ..... 4:30 p.m., Wednesday, August 29

Labor Day Holiday ..... Monday, September 3

Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes ..... 4:30 p.m., Friday, September 7

Last day to receive one-half (1/2) tuition refund upon withdrawal from classes ..... 4:30 p.m., Friday, September 14

No tuition refunds given after this date ..... 4:30 p.m., Friday, September 14

Last day for removing incomplete grades from preceding semester ..... 4:30 p.m., Friday, September 28

Mid-semester grades due ..... Noon, Wednesday, October 10

Fall Break begins ..... 8 p.m. (as evening classes are dismissed), Wednesday, October 10

Classes Resume ..... 5 p.m., Monday, October 15

Last day for dropping courses ..... 4:30 p.m., Friday, October 26

Deadline for Spring Admission ..... 4:30 p.m., Thursday, November 1

Thanksgiving Holidays begin ..... 8 p.m. (as evening classes are dismissed), Thursday, November 15

Classes resume ..... 5:00 p.m., Monday, November 26

Class work ends ..... 8 p.m., (as evening classes are dismissed), Thursday, December 6

Final Exams ..... Monday–Thursday, December 10–13

Final Grades Due ..... Noon, Tuesday, December 18

SPRING SEMESTER 2013

Deadline for Spring Admission ..... 4:30 p.m., Thursday, November 1

Early Scheduling for Spring Classes ..... Tuesday–Thursday, November 6–8

Registration ..... 2–4 p.m., Tuesday–Thursday, December 4–6

Late Registration (This date only; $100 Late Fee) ..... 1–4 p.m., Monday, January 7

Class work begins ..... 5 p.m., Monday, January 7

Martin Luther King, Jr. Holiday ..... Monday, January 21

Last day for adding courses ..... 4:30 p.m., Tuesday, January 15

Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day ..... 4:30 p.m., Tuesday, January 15

Last day to receive full tuition refund upon withdrawal from classes ..... 4:30 p.m., Tuesday, January 15

Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes ..... 4:30 p.m., Friday, January 25

Last day to receive one-half (1/2) tuition refund upon withdrawal from classes ..... 4:30 p.m., Friday, February 1

No tuition refunds given after this date ..... 4:30 p.m., Friday, February 1

Mardi Gras Break Begins ..... 8 p.m. (as evening classes are dismissed), Thursday, February 7

Classes Resume ..... 5 p.m., Wednesday, February 13

Last day for removing incomplete grades from preceding semester ..... Noon, Friday, February 22

Mid-semester grades due ..... Noon, Wednesday, March 6

Last day for dropping courses ..... 4:30 p.m., Wednesday, March 20

Easter Recess begins ..... 8 p.m. (as evening classes are dismissed), Wednesday, March 21

Deadline for Summer Admission ..... Monday, April 1

Classes Resume ..... 5 p.m., Monday, April 1

Class work ends ..... 8 p.m. (as evening classes are dismissed), Thursday, April 25

Final Exams ..... Monday–Thursday, April 29–May 3

Baccalaureate Service & Commencement ..... 10:30 a.m., Saturday, May 4

Final Grades Due (for all except those graduating) ..... Noon, Tuesday, May 7

SUMMER SEMESTER 2013

Deadline for Summer Admission ..... Monday, April 1

Early Scheduling for Summer Classes ..... Tuesday–Thursday, April 9–11

Registration (for both sessions) ..... 2–4 p.m., Tuesday–Thursday, May 21–23

Late Registration for both sessions (This date only; $100 Late Fee) ..... 1–4 p.m., Friday, May 31

Final Grades Due for Session I ..... Noon, Tuesday, June 25

Final Grades Due for Session II ..... Noon, Tuesday, July 16

Session I

Class work begins ..... 8 a.m., Monday, June 3

Last day for adding courses ..... 4:30 p.m., Tuesday, June 4

Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day ..... 4:30 p.m., Tuesday, June 4

Last day to receive full tuition refund upon withdrawal ..... 4:30 p.m., Wednesday, June 5

Class work ends ..... Thursday, June 20

Final Exams ..... Friday, June 21

Session II

Class work begins ..... Monday, June 24

Last day for adding courses ..... 4:30 p.m., Tuesday, June 25

Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day ..... 4:30 p.m., Tuesday, June 25

Last day to receive full tuition refund upon withdrawal ..... 4:30 p.m., Wednesday, June 26

Deadline for Fall Admission ..... Monday, July 1

Independence Day Holiday ..... Thursday, July 4

Class work ends ..... Thursday, July 11

Final Exams ..... Friday, July 12

Centenary
COLLEGE OF LOUISIANA